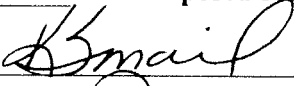

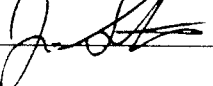


**New Program Review Form
Private Institutions of Higher Education**

Institution Anderson University **Proposed Program** Physical Education

Review Team Dr. Karen Smail , Chair

Dr. Peggy Winder-Barnes 

James Strainer 

Review Date October 15, 2009

Components	Met	Met With Conditions	Not Met
I. Cover Sheet A. Name of proposing institution B. Title of the proposed program C. Date of submission D. Signature of CEO of institution E. Contact person – Title/Email/Phone/Fax * fax number not provided on the cover sheet	* * * *		
II. Program Overview A. Classification <ol style="list-style-type: none"> name of proposed program academic unit involved designation, type and level of degree proposed date of implementation classification of Instructional Programs (CIP) code identification of program as <i>new</i> or <i>modification</i> delivery mode 	* * * * * *		

Components	Met	Met With Conditions	Not Met
C. Enrollment 1. admissions criteria specific to the program 2. table for projected total enrollment for first five years 3. discussion of process by which estimates were made 4. table for estimated new enrollment by headcount & credit hours	* * * *		
D. Curriculum 1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses 2. brief explanation of assessments of student learning outcomes (Public IHE's only) 3. a list, with catalog descriptions, for all new courses that will be added	* * *		
E. Faculty 1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name) 2. enumeration and discussion of necessary qualifications of new faculty 3. proposed changes in assignments of existing faculty 4. institutional plan for faculty development as it relates to proposed program 5. institutional definition of full-time equivalents (FTE) 6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program	* * * * * *		
F. Physical plant 1. adequacy of existing physical plant for the first five years of the proposed program 2. additional physical plant requirements, including modifications	* *		
G. Equipment – major equipment items needed for first five years	*		
H. Library resources	*		
I. Accreditation, Approval, Licensure, or Certification 1. brief description of the accreditation or approval process 2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates 3. brief description of how the proposed program addresses national SPA standards (See #4) 4. brief description of how the proposed program addresses state P-12 content standards 5. concise description of how advanced programs address the core propositions of the NBPTS	* * * * *		

Components	Met	Met With Conditions	Not Met
J. Articulation 1. entry path for students from two-year institutions into four-year institutions as possible 2. statement of how the proposed program leads to a terminal degree	* *		
K. Estimated Cost 1. table for estimated new expenditures necessary annually for the first five years 2. statement as to whether or not "unique costs" or other special state appropriations will be required or requested (Public IHE's only)	* *		
L. Institutional approvals (academic provost approval, etc.)	*		
III. South Carolina State Department of Education Requirements Description of the ways in which the new program will meet <u>all</u> state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i> , including the following: A. ADEPT B. Assessment plan C. Diversity plan D. EEDA E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PADEPP F. PADEPP (If applicable) G. PreK-12 academic standards H. Program admission requirements (Initial & Advanced) I. South Carolina Safe School Climate Act J. Standards of Conduct	* * * * * * * * * * *		

Components	Met	Met With Conditions	Not Met
<p>IV. NCATE and SPA Standards, and Assessments</p> <p>Download the NCATE Program Report for the content area and complete the following using the program standards:</p> <ul style="list-style-type: none"> A. conte*t B. list of assessments (completion of chart) C. relationship of assessments to standards (completion of chart) D. planned evidence for meeting standards E. planned use of assessment results to improve candidate and program performance F. changes or additions to the program (For program modifications only) 	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>		



College of Education
316 Boulevard
Anderson, SC 29621

“Educators who are builders of knowledge, values, and community”

Bachelor of Science in Physical Education Program Proposal

March 2010

Anderson University

College of Education

"Educators who are builders of knowledge, values, and community"

**Bachelor of Science in Physical Education
Program Proposal**

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Bachelor of Science in Physical Education
Program Proposal

March, 2010

Danny Parker

Danny Parker, Ph.D.
Provost

Raymond Locy

Raymond S. Locy, Ed. D.
Dean, College of Education
rlocy@andersonuniversity.edu
(864) 231-2142
(864) 231-2854 (fax)

II. PROGRAM OVERVIEW

A. Classification

1. **Name of proposed program:**
Bachelor of Science in Physical Education
2. **Academic Unit Involved:**
College of Education
3. **Designation, type and level of degree:**
Bachelor of Science in Physical Education
4. **Proposed Date of Implementation:**
Fall semester, 2010
5. **Classification of Instruction Programs (CIP) code:**
13.1314
6. **Identification of Program as New or Modification:**
New
7. **Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards:**
Yes
8. **Delivery Mode:**
Traditional classroom delivery with 115 hours field experiences and 65 days Clinical Experience

B. JUSTIFICATION FOR PROGRAM

1. Program Purpose and Long Range Goals:

The physical education program is designed to prepare professional educators who are instructors of health and fitness in K-12 settings with a disposition that is indicative of *"educators who are builders of knowledge, values, and community."* The program provides a theoretical and practical foundation in methodology based on research in current best practices of teaching physical education in consideration of the need to provide superlative physical education instruction as indicated by Title 59, Chapter 10, Article 1 of the South Carolina Code of Laws. Accordingly, the program outcomes are listed below.

- Goal 1: The physical education teacher candidate will understand all academic standards as set forth by the South Carolina State Department of Education and the National Association for Sport and Physical Education (NASPE);
- Goal 2: The physical education teacher candidate will apply content knowledge that promotes the health and fitness of all K-12 students in the physical education classroom;
- Goal 3: The physical education teacher candidate will implement pedagogical methods based on best practices that promote the success of all K-12 students in the physical education classroom.

- Goal 4: The physical education teacher candidate will facilitate the success of all students through the effective and efficient use of a variety of resources and equipment.
- Goal 5: The physical education teacher candidate will promote the success of all learners by recognizing the value of the community as a source of knowledge, promoting the involvement of stakeholders in educational practices, and appreciating the cultures comprising the community.
- Goal 6: The physical education teacher candidate will recognize the value of adhering to a professional code of ethics.
- Goal 7: The physical education teacher candidate will acknowledge the value of continuing professional development as the basis for effective teaching in the physical education classroom.
- Goal 8: The physical education teacher candidate will appreciate that all learners can be successful and active physical education participants by adapting pedagogical practices and modifying equipment to accommodate students with special needs.
- Goal 9: The physical education teacher candidate will participate in public school settings for the purpose of applying the principles of sound educational practice under the guidance of public school partners and cooperating teachers.
- Goal 10: The physical education teacher candidate will model appropriate levels of health and fitness, as well as proper levels of movement competency.
- Goal 11: The physical education teacher candidate will reflect on teaching effectiveness and impact on student learning in the context of being a builder of knowledge, values, and community.

2. **Need for Program:**

Title 59, Chapter 10, Article 1 of the South Carolina Code of Law mandates a reduction in the ratio of students to physical education teachers. This section states that “beginning with the 2008-09 year, the student to certified physical education teacher ratio in the elementary schools of the State must be 500 to 1.” To implement this requirement, more physical education teachers will be needed for the state’s elementary schools. In addition, physical education teachers will be needed to replace those from the current pool who will be retiring or leaving the profession from the middle and high school levels. The State of South Carolina has 15 institutions of higher education that currently offer undergraduate degrees in physical education. Among those fifteen institutions, only one in the tri-county area of Pickens, Oconee, and Anderson offers a physical education major program. In view of these facts, the addition of an undergraduate program leading to certification in physical education at Anderson University will serve to meet the growing demand for professionals with this expertise.

3. **Centrality of the Program to the Institutional Mission:**

The physical education undergraduate program is designed to align with the institutional mission at Anderson University, which states:

Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by professional and graduate programs and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is Christ-centered, people-focused, student-oriented, quality-driven, and future-directed.

An outgrowth of both the unit’s conceptual framework and the Anderson University mission statement is the mission statement of the College of Education.

The mission of the College of Education is to prepare men and women to become Christ-centered "educators who are builders of knowledge, values, and community" by nurturing the development of character, servant leadership, and cultural engagement.

Accordingly, it is the disposition of the unit to develop "*educators who are builders of knowledge, values, and community.*" Subsumed under this idea is the mission of the physical education department, which seeks to graduate teachers who are well-versed in knowledge and pedagogy. Concurrently, the unit wishes to contextualize the development of these areas within a framework that produces educators who have impeccable character, the sensitivity of a servant, and a heightened awareness of the culture in which actual teaching practices occur. This is accomplished in the preparation of the teacher candidate who completes a prescribed series of general education courses, physical education courses, and professional education courses. The teacher candidate is further guided as a participant in course field labs, field experiences, and the clinical experience. These classrooms, which serve as a means for the candidate to apply theory to practice, include learners who are characterized by differences in race, ethnicity, socioeconomic status, and abilities. It is through these numerous connections with institutional faculty, public school partners, and diverse learners that the physical education teacher candidate is prepared to be an "*educator who is a builder of knowledge, values, and community.*"

4. Conceptual Framework Summary:
Public Institutions Only

5. Relationship of the Program to Other Programs within the Institution and to Other SC Institutions of Higher Education:

The undergraduate program in Physical Education at Anderson University has the support of the Board of Trustees, administration, College of Education faculty, and university faculty. The physical education program is one of eight major programs leading to an undergraduate degree in teacher education with the option of being recommended for initial certification with the South Carolina State Department of Education. Accordingly, all physical education teacher candidates must successfully complete the unit assessment system that monitors all teacher candidates with respect to specific criteria. All teacher candidates who are deficient in meeting any criteria related to a Benchmark are not permitted to continue in the teacher education program until the deficient criteria have been met under the guidelines cited in the respective *Candidate Assistance Plan (CAP)*. Further, all physical education majors must complete prescribed courses in the area of general education that facilitate the completion of the liberal arts component of the degree.

6. Similarities or differences between the proposed program and those with like objectives offered at other institutions, including discussion of like programs within the state, region, and nation:
Public Institutions Only

C. Enrollment

1. Admissions Criteria Specific to the Program:

In order to ensure the quality of the teacher education program at Anderson University, a system exists that monitors the progress of each teacher candidate. There are three levels

of assessment, each of which is referred to as a “Benchmark.” The first assessment level is Benchmark I and establishes the criteria that must be met by the pre-teacher candidate to be formally accepted into the Teacher Education Program (TEP). Physical education pre-teacher candidates must complete the criteria established for all pre-teacher candidates for entrance into the TEP, regardless of content area major. There are no additional criteria for physical education pre-teacher candidates.

Benchmark I

Entrance into the Teacher Education Program

Application to Benchmark I is made as part of the requirements of the respective Best Practices course scheduled during the teacher candidate’s first semester of the sophomore year. The following criteria must be met:

- complete the application for admission to Benchmark I as part of the requirements for the respective “Best Practices”* course;
- be within 83 hours of the completion of the education curriculum;
- completion of a curriculum sequence proposal indicating that all course work will be completed prior to the semester the teacher candidate is enrolled in the Clinical Experience;
- achieve minimum passing scores as mandated by the South Carolina State Board of Education for Praxis I in reading, mathematics, and writing or a minimum score of 1650 on the math, critical reading, and writing sections of the SAT or an ACT score of 24;
- achieve a minimum cumulative grade point average (GPA) of 2.5.
- sign a statement indicating adherence to a Code of Professional Ethics;
- submit a recommendation form from an education faculty member that supports entrance into the Teacher Education Program;
- achieve a passing score on the e-Portfolio as determined by a College of Education reviewer;
- achieve passing scores on specified ADEPT Performance Standards/INTASC Principles from public school teaching as a part of “Best Practices” course; and
- achieve passing scores on specified ADEPT Performance Standards/INTASC Principles based on the teaching audition adjudicated by a panel of professional educators.

*course offered in fall, 2010

2. Table for Projected Total Enrollment for First Five Years

YEAR	ENROLLMENT
1	15 Candidates
2	20 Candidates
3	20-30 Candidates
4	20-30 Candidates
5	20-30 Candidates

3. Discussion of the process by which estimates were made:

Enrollment estimates are based on the historical number of candidates entering Anderson University who declare an interest in physical education as their major. These numbers are based on data collected prior to December, 2008. However, the number of students declaring an interest in physical education as a major exceeds the actual number of teacher candidates who are actually recommended for initial teacher certification.

Although the Benchmark I criteria in which pre-teacher candidates are deficient vary, the unsuccessful completion of Praxis I is the greatest deterrent to pre-teacher candidates’ ability to enter the Teacher Education Program.

4. Table for estimate of new enrollment by headcount and credit hours:

YEAR	ENROLLMENT	CREDIT HOURS*
1	10 Candidates	300 credit hours
2	20 Candidates	600 credit hours
3	20-30 Candidates	600-900 credit hours
4	20-30 Candidates	600-900 credit hours
5	20-30 Candidates	600-900 credit hours

*based on 30 hours/year/ candidate

D. Curriculum

1. **Sample Curriculum for Undergraduate Programs and for Graduate Programs that will use a Required Core of Courses:**

A copy of all program requirements as indicated on the university's "Individual Program Worksheet" (IPW) is included in Appendix 1. The following table also shows this information. A physical education teacher candidate will complete 132-133 hours for the Bachelor of Science Degree.

PHYSICAL EDUCATION REQUIREMENTS			
	COURSES	CREDIT HOURS	TOTAL HOURS
ORIENTATION	FYE 101, Freshman Year Experience	1	1
COMMUNICATION	ENG 101, English Composition I	3	3
MATHMEMATICS	MAT 101, Fundamentals of Algebra (or higher)	3	3
FOREIGN LANGUAGE	SPA 101, Elementary Spanish I or FRE 101, Elementary French I	3	5-6
	SPA 102, Elementary Spanish II or FRE 102, Elementary French II	3	
	OR		
	SPA 131, Elementary Spanish in Review or FRE 131, Elementary French in Review	5	
HEALTHY LIFESTYLE	KIN 135, Lifetime Wellness	2	2
HUMANITIES	ENG 102, English Composition II	3	12
	REL 105, Introduction to the Bible	3	
	REL 305, Teachings of Jesus	3	
	HIS 111, Western Civilization I or HIS 112 , Western Civilization II or HIS 201, United States History I or HIS 202, United States History II	3	

PHYSICAL EDUCATION REQUIREMENTS			
	COURSES	CREDIT HOURS	TOTAL HOURS
FINE ARTS	FA 200, Fine Arts	3	3
SOCIAL SCIENCES	PSY 101, Introduction to Psychology	3	3
NATURAL SCIENCES	BIO 150, Human Biology	4	8
	CHE 101, Chemistry in Context or CHE 111, General Chemistry or PHY 151, General Physics I or PSC 101, Physical Science	4	
COGNATES/ALLIED COURSES	MAT 108, Finite Probability and Statistics	3	9
	SOC 101, Introduction to Sociology	3	
	ENG 205, World Literature I or ENG 206, World Literature II	3	
	EDU 110, Essential for Teacher Candidacy	1	
	EDU 111, Foundations of Education	3	
	EDU 211, Educational Psychology	3	
	EDU 217, Best Practices for the Secondary Classroom/Field Experience I* or EDU 216, Best Practices for the Elementary Classroom/Field Experience I*	3	
	PSY 205, Human Growth/Development	3	
	EDU 220, Supporting Learning in the Classroom	3	
KINESIOLOGY COURSES	KIN 132, Intro to P.E. and Kinesiology	3	19
	KIN 260, Motor Development/Learning	3	
	KIN 301, Exercise Physiology	3	
	KIN 321, Sport and Exercise Psychology	3	
	KIN 340, Kinesiology	3	
	BIO 201, Anatomy and Physiology	4	
PHYSICAL EDUCATION TEACHING REQUIREMENTS	PE 220, Teaching Sport and Phys. Activity	3	27
	PE 231, Teaching Games for Understanding I	3	
	PE 232, Teaching Games for Understanding II	3	
	PE 263, Teaching Children How to Move	3	
	PE 323, Teaching Health Related Physical Ed	2	
	PE 324, Assessing Student Learning in Phys. Ed.	3	
	PE 333, Best Practices for Elementary Phys. Ed./Field Experience II	3	
	PE 383, Best Practices for Secondary Phys. Ed./Field Experience II	3	
	PE 403, Adapted Physical Education	3	
CLINICAL EXPERIENCE	PE 443, Pre-Clinical Experience	1	13
	PE 490, Clinical Experience I (Elementary)	6	

PHYSICAL EDUCATION REQUIREMENTS			
	COURSES	CREDIT HOURS	TOTAL HOURS
	PE 491, Clinical Experience II (Secondary)	6	
ELECTIVES		3	9
		3	
		3	
TOTAL HOURS FOR GRADUATION			132-133

2. **Brief explanation of the assessments of candidate learning outcomes**

Public Institutions Only

3. **List with Catalog Descriptions for all New Courses that will be added:**

The following table includes the descriptions of the physical education courses that will comprise the major portion of the program.

Course	Hours	Description
PE 220: Teaching Sport and Physical Activity	3	This course is designed to provide an introduction to the pedagogical process involved in successfully teaching for competency in sport and for optimum engagement in physical activity. An emphasis will be placed on basic theory related to standards-based curriculum planning, assessment, and teaching practice. A solid foundation for appropriately planning, implementing, and effectively delivering content will be built in this course. Candidates will be required to apply the theory by planning and teaching lessons to peers or another target audience within the course. During this course candidates ability to achieve a health-enhancing level of fitness will be determined through the administering of the <i>Fitnessgram</i> test.(10 hours field experience required)
PE 231: Teaching Games for Understanding I	3	This course is designed to provide theory and pedagogical content knowledge related to teaching invasion games for understanding with an emphasis on tactical and skill instruction. Candidates will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This course will allow candidates to practice using effective communication skills while delivering instruction that engages the learner. This is a course in which candidates are able to demonstrate personal competence and performance concepts related to skillful movement and skill performance for a variety of activities using the <i>South Carolina Physical Education Assessment Program (SCPEAP)</i> . A minimum final grade of B is required to provide evidence that candidates can demonstrate movement competency in a variety of movement forms and movement concepts. (10 hours field experience required)
PE 232: Teaching Games for Understanding II	3	This course is designed to provide theory and pedagogical content knowledge related to teaching net and target games for understanding with an emphasis on tactical and skill instruction. Candidates will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This course will allow candidates to practice using effective communication skills while delivering instruction that engages the learner. This is a course in which candidates are able to demonstrate personal competence and performance concepts related to skillful movement and skill performance for a variety of activities using the <i>South Carolina Physical Education Assessment Program (SCPEAP)</i> . A minimum final grade of B is required to provide evidence that candidates can demonstrate movement competency in a variety of movement forms and movement concepts. (10 hours field experience required)

Course	Hours	Description
PE 263: Teaching Children How to Move	3	This course is designed to present the theory and pedagogical content knowledge related to teaching children rhythmic activities, body management, and other movement skills. During the course candidates will plan and implement developmentally appropriate learning experiences aligned with national standards that address the needs of all learners. Additionally, candidates will use a variety of assessments to determine the impact of student learning. Candidates will be given the opportunity to demonstrate personal competence in motor skill performance and an understanding of movement concepts for dance and body management patterns using the <i>South Carolina Physical Education Assessment Program (SCPEAP)</i> . A minimum final grade of B is required to provide evidence that candidates can demonstrate movement competency in a variety of movement forms and movement concepts. (10 hours field experience required)
PE 323: Teaching Health Related Physical Education	2	Candidates will be presented research-based theory related to lifetime physical fitness and health and will be required to design, implement, and assess health-related concepts and physical activity lessons to K-12 students based on the theory learned in this course. An emphasis will be placed on developing knowledge necessary to assist learners in developing a health enhancing level of fitness. Additionally, this course will allow candidates to demonstrate and apply scientific and theoretical concepts related to fitness. Candidates will complete an assessment of their health-related fitness using <i>Fitnessgram</i> . Must be admitted into the Teacher Education Program as a PE major. (10 hours field experience required)
PE 324: Assessing Student Learning in Physical Education	3	This course investigates assessment theory in physical education and provides opportunities for candidates to design, implement, and assess appropriate learning experiences. The course will focus on performance-based assessment, authentic assessment, and continuous performance based assessment. Knowledge and application of discipline specific and theoretical concepts critical to the development of a physically educated individual are essential to this course. The candidates will be assigned to a K-12 site for at least 10 hours of clinical teaching opportunities that focus on assessment for elementary and secondary students. Must be admitted into the Teacher Education Program as a PE major. (10 hours field experience required)
PE 333: Best Practices for Elementary Physical Education/Field Experience II	3	This course is designed to introduce candidates to discipline-specific scientific and theoretical concepts critical to the development of a physically educated individual. The course will focus on designing, implementing, and assessing appropriate learning experiences for young learners (k-6). Included in this course is field experience II which requires candidates complete 20 hours of field experience in a physical education setting. Candidates will implement their planned learning experiences using their knowledge of discipline-specific scientific and theoretical concepts critical to the development of a physically educated individual. Candidates will administer a variety of designed or selected assessments to determine the impact of instruction on student learning and will demonstrate competence at delivering instruction that actively engages the learner. Professional behavior will be assessed during this course. Must be admitted into the Teacher Education Program as a PE major. Candidates will have four health-related physical fitness components tested using the <i>Fitnessgram</i> during this course. (20 hours field experience required)
PE 383: Best Practices for Secondary Physical Education/ Field Experience II	3	This course is designed to study content, teaching behavior, delivery of instruction, and lesson planning in the secondary school as well as apply curriculum and instructional theories and principles to students in secondary physical education. An emphasis will be placed on developing and implementing developmentally appropriate standards based learning experiences for all students. Candidates will design and administer various assessments to determine the impact of their learning experiences on student learning and will demonstrate competence in effectively delivering instruction that actively engages the learner during the field experience portion of this class. Candidates are required to complete 20 hours in a physical education setting. candidates' ability to maintain a health-enhancing level of fitness throughout the program through the administering of the Fitness Gram test. Professional behavior will be assessed during this course. Must be admitted into the Teacher Education Program as a PE major and have successfully achieved and maintained the healthy fitness zone for each of the four health related components of fitness measured by <i>Fitnessgram</i> . (20 hrs field experience required)

Course	Hours	Description
PE 403: Adapted Physical Education	3	This course will examine the historical development of adapted physical education, the IEP process, characteristics of various conditions, and the inclusive adaptations of physical education to the needs of individuals with disabilities. Candidates will plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Candidates' ability to effectively deliver instruction that actively engages students will be evaluated. Must be admitted into the Teacher Education Program as a PE major. (15 hours field experience required)
PE 443: Pre-Clinical Experience	1	This course is designed to allow candidates the opportunity to implement a variety of teaching strategies and assessment procedures for elementary or secondary students in a physical education classroom. Candidates will apply their knowledge of content, assessment, and classroom management in an active physical education environment under the supervision of a cooperating teacher. (50 hours field experience required)
PE 490: Clinical Experience I (Elementary)	6	This course is designed to be the capstone course as a physical education teacher education candidate. This course requires placement in a clinical teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Candidates will have the opportunity to demonstrate scientific and theoretical knowledge, skill and fitness based competence, the ability to plan, implement, deliver, and assess student learning based on developmentally appropriate learning experiences for elementary students . Professional behaviors of each candidate will be assessed during this capstone experience. (32.5 days of field experience required)
PE 491: Clinical Experience II (Secondary)	6	This course is designed to be the capstone course as a physical education teacher education candidate. This course requires placement in a clinical teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Candidates will have the opportunity to demonstrate scientific and theoretical knowledge, skill and fitness based competence, the ability to plan, implement, deliver, and assess student learning based on developmentally appropriate learning experiences for secondary students . Professional behaviors of each candidate will be assessed during this capstone experience. (32.5 days of field experience required)
KIN 132: Introduction to Physical Education and Kinesiology	3	This course is designed to study the roles and responsibilities of professionals in physical education and exercise science. Identification of historical, philosophical, and social perspectives of physical education and legislation will be examined. Career opportunities will also be explored.
KIN 260: Motor Development and Learning	3	This course is designed to study motor development and physical changes across the lifespan with emphasis on the sequential process of motor behavior, factors influencing skill development and learning, and optimal conditions. As a result of this course, candidates will be able to describe and apply motor development theory and principles as well as motor learning and behavioral theory related to skillful movement, physical activity, and fitness.
KIN 301: Exercise Physiology I	3	This course is designed to introduce candidates to the physiological effects of human physical activity and provide them with the knowledge to describe and apply physiological concepts related to skillful movement, physical activity, and fitness; topics include neuromuscular, cardiovascular-respiratory and metabolic responses and adaptations to exercise and training.
KIN 321: Sport and Exercise Psychology	3	Survey of psychological principles applicable to coaching and exercise situations; topics include the understanding of participants, sport and exercise environments, and group processes; enhancing performance, health and well-being; and facilitating psychological growth and development.
KIN 340: Kinesiology	3	Anatomical and kinesiological principles involved in movement and sport skills; includes anatomy, movement terminology, muscle mechanics and function and analysis of motor skills.
BIO 201: Human Anatomy and Physiology I	4	Study of the anatomy and physiology of humans; topics include cell physiology and biochemistry; metabolism; tissue types; the skeleto-muscular, cardiovascular, lymphatic, and respiratory systems.

E. FACULTY

1. **Table detailing the rank and academic qualifications of each staff member involved in the program identified only by rank and not by name:**

Faculty Member	Degree	Rank	Field of Study
A	Ph.D.	Assistant Professor	Physical Education
B	Master +30 hours	Adjunct Professor	Physical Education
C	Ph.D.	Associate Professor	Kinesiology
D	Master of Art	Assistant Professor	Exercise Science
E	Master of Education	Instructor	Counselor Education

2. **Enumeration and Discussion of Necessary Qualifications of New Faculty:**
When new faculty members are considered, priority qualifications will include:

- terminal degree in Physical Education;
- complete knowledge of physical education content and pedagogy based on current research of best practices;
- minimum of three years of teaching experience at the elementary and/or secondary public school levels;
- knowledge of NASPE standards and experience in writing SPA reports;
- knowledge of NCATE standards and experience in writing portions of the Institutional Report;
- publication in refereed physical education journals (optional);
- membership in professional organizations at national/state levels;
- evidence of personal fitness and healthy lifestyle habits; and
- evidence of service to community in the areas of health, fitness, and recreation.

These criteria are considered necessary for a faculty candidate to properly facilitate the instruction of physical education teacher candidates that reflects best practices. The achievement of a terminal degree in the discipline, along with public school experience, will assure to a greater extent that the faculty candidate knows theory and its practical application in the classroom. Knowledge of NASPE and NCATE standards will assist the College of Education in obtaining and maintaining national recognition of its physical education program. Further, it will help teacher candidates to identify themselves with the “parent” organization with which they will be affiliated throughout their professional career. Membership in professional organizations and the maintenance of good health and lifestyle habits, as well as service to community will provide an exemplary model to those teacher candidates striving to be consummate professionals.

3. **Proposed Changes in Assignments of Existing Faculty:**

Current faculty will not be reassigned to facilitate the delivery of the curriculum.

4. **Institutional Plan for Faculty Development as it Relates to Proposed Program**

Anderson University and the College of Education encourage professional growth and development on the part of its faculty. A full day staff development program focusing on a current best educational practice is scheduled at the beginning of each semester for the university faculty. Also, an orientation/staff development period **is** scheduled for all new faculty members at the beginning of the fall semester. This typically consists of a variety of meetings and briefings prior to the University’s initial campus-wide meeting. The Provost is responsible for planning this orientation session.

Funds from the College of Education budget are provided for professional dues, subscriptions to one or more professional journals, and travel to professional meetings. Funds are also available for faculty to pursue additional graduate work/degrees in their teaching fields. Faculty members may submit applications to the Faculty Development Committee for funds to support professional development activities.

Sabbatical leaves provide a prolonged, advanced faculty development opportunity to engage in appropriate and focused scholarship activities, pursuits supporting faith/discipline integration, present or anticipated in instructional assignments.

In addition to the opportunities above, each tenure track faculty member must annually complete the *Professional Development Plan*. This plan calls for individual staff development that the faculty feels is needed. This plan is developed in conjunction with the Dean of the College of Education and the faculty member.

5. **Institutional Definition of Full-time Equivalents (FTE):**

The full-time teaching load for a faculty member teaching at the undergraduate level is 12 hours per semester.

6. **Table of Headcount and FTE for Administrators, Faculty, and Staff for Five Years for the Proposed Program:**

YEAR	POSITION	STATUS
1	<ul style="list-style-type: none"> • Dean, College of Education • Administrative Assistant and Coordinator of Program • Faculty (3) 	<ul style="list-style-type: none"> • Full Time 1.0 FTE • Full Time 1.0 FTE • Full Time 3.0 FTE
2	<ul style="list-style-type: none"> • Dean, College of Education • Administrative Assistant and Coordinator of Program • Faculty (3) 	<ul style="list-style-type: none"> • Full Time 1.0 FTE • Full Time 1.0 FTE • Full Time 3.0 FTE
3	<ul style="list-style-type: none"> • Dean, College of Education • Administrative Assistant and Coordinator of Program • Faculty (3) 	<ul style="list-style-type: none"> • Full Time 1.0 FTE • Full time 1.0 FTE • Full Time 3.0 FTE
4	<ul style="list-style-type: none"> • Dean, College of Education • Administrative Assistant and Coordinator of Program • Faculty (4) 	<ul style="list-style-type: none"> • Full Time 1.0 FTE • Full Time 1.0 FTE • Full Time 4.0 FTE
5	<ul style="list-style-type: none"> • Dean, College of Education • Administrative Assistant and Coordinator of Program • Faculty (4) 	<ul style="list-style-type: none"> • Full Time 1.0 FTE • Full Time 1.0 FTE • Full Time 4.0 FTE

F. PHYSICAL PLANT

1. Adequacy of existing physical plant for the first five years:

The Anderson University campus grew considerably during the 2008-09 academic year. The institution was given a gift of 125 acres in September, 2008 that will facilitate the further construction of the university's physical plant, as well as accommodate the scientific study of microorganisms, aquatic plants, and wetlands conservation. In November 2008, Anderson University purchased the former Anderson County Fairgrounds consisting of approximately 78 acres, which will be developed in the future as the athletic campus. These additional land acquisitions have increased the size of the campus from approximately 68 acres to 271 acres and provide strong indication of the intention of Anderson University to remain a leader among faith-based institutions.

The campus is in a residential section in the northeastern part of the city, within walking distance of the downtown business district, local churches, the county library, the Anderson Area Medical Center, and many other institutions and civic organizations. The physical plant of the university currently consists of 25 buildings that are designated as either part of the Educational Plant (teaching and administrative use) or the Dormitory Plant. Twelve houses are used for staff or student residences. The heart of the campus is the cluster of three original buildings, the Merritt Administration Building, Denmark Hall, and Pratt Hall. Five additional major buildings serve the academic program of the university, including Thrift Library; Johnston Hall, which houses the College of Education; Watkins Teaching Center, in which is located the College of Arts and Sciences; Vandiver Hall, which houses the School of Business; and Callie Stringer Rainey Fine Arts Center, which contains Henderson Auditorium, Gallant Art Gallery, Daniel Recital Hall, Belk Theatre, and Gambrill Rehearsal Hall.

Johnston Hall (College of Education)

The College of Education is accommodated in Johnston Hall in which there are six classrooms, 13 faculty and staff offices, a student lounge, and a faculty lounge. Interactive white boards, including a Smartboard and a Promethean Board, are part of the technology available in two of the six classrooms, as well as Elmo document cameras. Physical education content and pedagogy courses are held in classrooms within this building, as well as Whyte Gymnasium.

2. Additional Physical plan requirements, including modifications:

Upon the construction of the Abney Athletic Center, Whyte gymnasium was converted from the intercollegiate basketball venue and became the instructional area for all kinesiology and physical education activity classes. This gym is located in close proximity to the Johnston Building, which contains the College of Education classrooms. The Whyte gymnasium is adequate for any physical education movement class that is a required component of the physical education major program.

Whyte Gym is equipped with a full-sized basketball court and basketball goals, volleyball standards, a racquetball/handball court, and a wrestling room equipped with mats. The structure needs no modification for instruction to take place.

G. EQUIPMENT- major equipment items needed for first five years:

Anderson University will need minimal equipment for this program to be initiated. In recent years Anderson University's physical education program was viable and the equipment used during the program was adequate. To adequately provide for this new program, the following equipment will be needed:

Year	Equipment needed	Approximate Cost
1	1) Gymnastic: wedges, balance beams, portable mats	1) \$2500.00
	2) Striking games: replacement balls, bats, nets	2) \$ 100.00
	3) Dance: Sound System	3) \$ 300.00
	4) Assessment: TV, Video camera, player	4) \$1000.00
2	Striking games: replacement balls, bats, nets	\$ 250.00
3	Striking games: replacement balls, bats, nets	\$ 200.00
4	Striking games: replacement balls, bats, nets	\$ 250.00
5	Striking games: replacement balls, bats, nets	\$ 200.00

H. LIBRARY RESOURCES

The 53,000 square-foot Thrift Library opened in January, 2007 and includes a 110-seat seminar room, 40-seat computer lab, curriculum lab, café, art gallery, and a 30-seat state-of-the-art electronic classroom. In addition to floor space designated for the archival of books, the library includes two, four-seat rooms; five, six-seat study rooms; two, eight-seat rooms, and a twelve-seat seminar room. The library's staff includes four full-time librarians, each holding a MLS degree; one part-time librarian with the MLS degree; two full-time staff personnel, and one part-time staff member.

The Thrift Library of Anderson University provides teacher candidates with access to exemplary resources. The library contains over 120,000 volumes in various formats and is open 87 hours per week with a reference librarian on duty. The library works closely with the university faculty to select materials and build a highly relevant collection.

The library's virtual shelf, the "eLibrary", is available on the Internet 24/7 from anywhere in the world. The library provides orientations and workshops on a regular basis covering database use, research, citation styles, plagiarism and copyright issues, etc. Over 100 databases are available providing access to almost 50,000 full text periodicals; indexing to over 80,000 periodicals; and more than 33,000 full text books, including over 350 full text reference books. Students have access to 38 public access computers for creating papers, PowerPoint presentations, and research. Off campus users may log in to databases using their email name and password via the library's proxy server.

Physical Education is a multidiscipline area that includes portions of Education, Sports, and Medicine, as well as other areas, such as Sociology and Psychology. The Education section of the library has 3,204 books, 1,228 eBooks, 191 audiovisuals, and 33 current "in house" periodical subscriptions. There are 1,067 online subscriptions in Education. The Sports and Recreation section includes 859 books, 157 eBooks, 106 audiovisuals, and 19 current "in house" periodical subscriptions. There are 213 online subscriptions in Sports and Recreation. The Medicine section includes 1,382 books, 453 eBooks and 11

current “in house” periodical subscriptions. There are over 4,000 online subscriptions in Medicine, Psychology, and Biology.

The institution supplements its collections and services through two statewide consortiums connected with the State Library, DISCUS (South Carolina’s Virtual Library) and PASCAL (Partnership among South Carolina’s Academic Libraries). These groups provide free access to more than half of the library’s 100 databases, including *Academic Search Premier*; *Academic OneFile*; and *OmniFile Full Text Mega*, each containing around 5,000 full text titles. Combined with the library’s own databases, users have access to over 50,000 full text periodicals and indexing to over 85,000 titles.

The consortiums are creating a statewide catalog with free courier delivery of interlibrary loan requests. At this time most of South Carolina’s academic holdings are online. Anderson University is scheduled to be a full participant by late 2009. In the meantime, its users can access the shared catalog and use it to identify interlibrary loan requests. Other consortium benefits include free database training for library staff, free training tools for library users, and, in the near future, free or discounted automation add-ons, such as Article Linking and Federated Searching.

Those associated with the Anderson University Library may request a Statewide Borrowing card that is valid in any of South Carolina’s Academic Libraries. In most instances, individual institutions loan up to up to five books at a time and allow free access to in-house resources, including databases.

Those associated with Anderson University may also utilize public libraries throughout Anderson County by obtaining a free library user’s card good through the end of the school year. The county’s main facility is only a half mile from the campus and offers a number of services and resources not available through the University, such as audio book downloads and My Library DV. Its collection includes over 200,000 books and 4,000 audio visuals. Interlibrary loan is free. Requests may be made online and then mailed or emailed directly to the user at no cost.

The many databases to which the library subscribes in support of the Physical Education are included in Appendix 2.

I. ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION:
Public Institutions Only

J. ARTICULATION

1. Entry path for candidates from two-year institutions into four-year institutions, as appropriate:

Anderson University has articulation agreements with Tri-County Technical College, Greenville Technical College, Piedmont Technical College, and Spartanburg Methodist College. The following is an excerpt from the Anderson University General Catalog addresses the transfer of course credits to Anderson University:

Transferring Credits to Anderson University

Credit is given for transferable courses successfully completed (C grade or higher) at a regionally accredited college or university. Credits earned at non-accredited institutions, non-college parallel programs at technical colleges, and non-traditional programs are evaluated for transfer on a case-by-case basis. The University's policies do not allow the awarding of credit for other prior experiential learning. All courses accepted for transfer will be entered on the academic transcript. Transfer grades work will not be computed in grade point average. Transfer credit is awarded based on semester hours taken at the transferring institution. Quarter hours and other credits will be converted to semester hours. A maximum of 64 semester hours will be accepted toward a bachelor's degree in transfer from an institution that awards only the associate degree. Substitution of transfer courses for courses required in degree programs at Anderson University will be determined on a case-by-case basis. Maximum flexibility will be exhibited in determining the appropriateness of course substitution. In the Teacher Education Program, Anderson University is obliged by accreditation standards to accept only courses considered equivalents of the courses in the University's approved Teacher Education Program. The Dean of the college of Education must approve all transfer courses for education majors. Transcripts of transfer students will be evaluated as soon as possible after acceptance. Students will be directed by the Registrar's Office to make an appointment with the College Dean of their chosen major who will advise the student of the transfer courses that have been accepted.

Transient Course Work Policy

Students currently registered at Anderson University may apply to take courses at another institution while still enrolled at Anderson. It is the student's responsibility to ensure compliance with the institution's Residency Requirement. Students must complete a Transient Course Work Approval form prior to enrolling at another institution. Students who earn a grade of "D" or "F" at Anderson University may NOT repeat these courses at another institution. Additionally, a grade of "D" or "F" may not be transferred to Anderson

The Office of the Registrar evaluates the transcript of each transfer student. Credit is given to the incoming candidate for courses that match the course content of existing, required courses at Anderson University. When an assigned advisor counsels the candidate as to the proper course sequence, course work not accepted by the Registrar can be petitioned by the advisor and the candidate if they justify that the transfer course can substitute for a required Anderson University course. All transfer students enter without a GPA and a maximum of 64 semester hours is accepted toward a bachelor's degree in transfer from an institution that awards only the associate degree.

This general policy specifically applies to courses in physical education and kinesiology for which the student desires credit. The candidate must present the advisor with a physical education or kinesiology course syllabus for the course from the institution where the course was completed. If the advisor determines that the course learning outcomes and objectives are parallel to those of the Anderson University course, the advisor signs a course substitution form which is submitted to the Dean, along with the course documentation, for a signature before it is submitted to the Office of the Registrar for recording.

2. Statement if the proposed program leads to a terminal degree

This proposed program does not lead to a terminal degree.

K. ESTIMATED COSTS

Public Institutions Only

L. INSTITUTIONAL APPROVALS

This proposal has been approved by the faculty of the College of Education at Anderson University. A letter of endorsement from the Provost of Anderson University is included in Appendix 3.

III. SOUTH CAROLINA DEPARTMENT OF EDUCATION REQUIREMENTS

A. ADEPT

The ADEPT Performance Standards and the INTASC principles under which they are subsumed are integral components of the physical education teacher candidate's coursework, field lab experiences, field experiences, and the clinical experience. They are, in fact, the basis for the unit assessment system, which not only provides feedback on candidates' proficiency, but prepares them for their induction year in South Carolina's public schools. Teacher candidates are familiarized with the ADEPT instrument in a required course taken during the freshman year called, EDU 110, Essentials of Teacher Candidacy. A modified version of the ADEPT assessment instrument is used to evaluate the teacher candidates in field experiences. Three field-related courses are part of a continuous and hierarchical model that prepares the physical education teacher candidate for the Clinical Experience. These courses are designed to give the physical education teacher candidate ever-increasing time, observation, and experience in the classroom, while developing in-depth understanding of the ADEPT system.

At the sophomore level, all pre-teacher physical education candidates will be required to enroll in a new course that is scheduled to begin in the fall semester, 2010. This course is called "Best Practices for the Secondary Classroom/Field Experience I" and will provide 25 hours of field experience. It is in this course that the pre-teacher candidate will be informed to a greater degree about ADEPT and how it will affect their preparation for a career in teaching. As such, a major component of this course will include the development of lesson plans that address the key elements contained in ADEPT Performance Standards 1.A, 2B, 4- 8; 9A; and 9B. Further, the cooperating classroom will serve as a means for the pre-teacher candidate to implement the lesson plan for the first time with actual learners. The public school partner will assess the teacher candidate on ADEPT Performance Standards 1.A; 2.B; 4- 8; 9A; and 9B, as will a panel of adjudicators who will evaluate the lesson plan presentation as part of the Benchmark I criteria the teacher candidate must pass to enter the Teacher Education Program.

In the next courses in the sequence of field-based courses, "Best Practices in Elementary Physical Education/Field Experience II," and "Best Practices in Secondary Physical Education/Field Experience II," the teacher candidate participates in a combined 40 hours of field experiences during the junior year. These courses facilitate the development of the long range plan in consideration of ADEPT Performance Standard 1 and the short-range planning of instruction in accordance with ADEPT Performance Standard 2. These documents are developed based on the learners in the teacher candidate's elementary and secondary cooperating school placements with the assistance of the public school partner.

The aforementioned courses and related field experiences prepare the teacher candidate for the third field-related course in the sequence, the Pre-Clinical Experience, PE 443, which occurs the semester prior to the Clinical Experience, PE 490/491. During this semester, the teacher candidate is assessed by unit supervisors and the public school partner on all ADEPT Performance Standards 1-9 and 10A and 10C in the cooperating classroom.

The capstone courses for the physical education major are PE 490, Clinical Experience I and PE 491, Clinical Experience II, which occur during the teacher candidate's last semester. It is in these courses that the teacher candidate must achieve a rating of 2.0 ("Proficient") on a scale of 1-3 on all ten ADEPT Performance Standards as evaluated by unit supervisors and the cooperating teacher.

B. Assessment Plan

All physical education teacher candidates must successfully complete the assessments that are used to evaluate their competency in the six NASPE standards and their associated elements. A summary of these assessments and the related NASPE standard(s) is indicated in the following table:

NASPE Standard(s)/Element(s)	Assessment(s)	Specific Element(s) Addressed
Standard 1: Scientific and Theoretical Knowledge	<i>Praxis II: Physical Education Content Knowledge (0091)</i>	1.1, 1.2, 1.3, 1.4, 1.5
	<i>Praxis II: Physical Education: Movement Forms-Video Evaluation (0093)</i>	1.5
Standard 2: Skill and Fitness Based Competence	<i>Fitnessgram</i>	2.2
	<i>South Carolina Physical Education Assessment Program</i>	2.1
	<u>Course Grades</u> <ul style="list-style-type: none"> ○ PE 231, Teaching Games for Understanding I; ○ PE 232, Teaching Games for Understanding II; ○ PE 263, Teaching Children How to Move; ○ PE 323, Teaching Health Related Fitness 	2.1, 2.3
Standard 3: Planning and Implementation	Lesson plans	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 5.1, 5.2, 5.3
Standard 4: Instructional Delivery and Management	Clinical Experience Evaluations	1.1, 1.2, 1.3, 1.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 5.1, 5.2, 5.3 6.1, 6.2, 6.3, 6.4
Standard 5: Impact on Student Learning	Unit Work Sample	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 5.1, 5.2, 5.3 6.4

NASPE Standard(s)/Element(s)	Assessment(s)	Specific Element(s) Addressed
Standard 6: Professionalism	membership in both the national and state AAHPERD	6.2
	Professional Activity Log	6.2 and 6.4

C. Diversity Plan

It is the strong belief among the physical education faculty members of the College of Education that the physical education teacher candidate's preparation for the education profession will include experiences working with diverse faculty, diverse students in P-12 classrooms in public schools, and diverse teacher candidates.

Experiences Working with Diverse Faculty

The faculty group who will initially administrate the Physical Education program includes two Caucasian females. As budget restraints abate and enrollment in the program increases, additional faculty members will be added who reflect differences in gender, race, and ethnicity. The unit affirms its value of a diverse faculty through its good-faith efforts to increase its faculty to reflect a diverse population. The policy of the College of Education is to give minority applicants preferential consideration. When a qualified faculty applicant is determined to be a member of a minority population, the College of Education automatically prioritizes the candidate for an interview with the search committee.

The policy of the institution is to post all faculty positions in both the on-line and print formats of the *Chronicle of Higher Education*. Professional magazines, associations, or other resources (e.g., target mailings) are used to advertise positions to a qualified pool of candidates. In addition, positions are posted on the university website, and a statement about diversity is included on all on-line postings, mailings, and print ads. The official position of the institution is that "Anderson University has a strong institutional commitment to the achievement of diversity within its faculty, staff, and students."

Currently, EDU 111, Foundations of Education, a required course for all teacher candidates, is taught by a full-time African American female who is an Associate Professor in the College of Education. Guest education professionals will be invited into the classroom each semester to speak with candidates about teaching physical education to diverse learners. Focus will also be given to what candidates can expect when teaching in various socioeconomic areas. For example, does teaching in a downtown Anderson School District 5 differ from teaching in one of the rural schools in Anderson School District 2? Guest professionals of varying race/ethnicity, age, and gender will be sought from surrounding school districts. Thereby, candidates will have opportunities to hear about current best teaching practices, trends, and issues regarding the physical education classroom from multiple perspectives.

Field experiences in public school cooperating classrooms allow physical education candidates to experience more diversity from those in a leadership or teaching role. Anderson University has established a positive working relationship with surrounding

school districts thereby allowing our candidates to work with physical education teachers of different races, ethnicities, and gender. These cooperating teachers play an important role in further developing our candidates teaching skills and content knowledge.

Experiences Working with Diverse Students in P-12 Schools

The College of Education has established positive relationships with surrounding school districts, thus providing teacher candidates with opportunities to observe and teach learners from diverse populations. With the assistance of the unit's Coordinator of Public School Partnerships, teacher candidates will be placed in field experiences/clinical experiences that reflect a diverse student population. Anderson University has access to placements for its teacher candidates in schools that have been designated "Blue Ribbon" and "Title I," as well as academies that accommodate students who are gifted in the arts and sciences. Specifically, the physical education teacher candidate will be assigned to a minimum of three different grade levels in three different public schools in fulfillment of the requirements of the field experience/clinical experience courses. These cooperating schools will be located in areas determined by the faculty of the College of Education as "rural," "suburban," and "urban" based on the relative population of the community in which the school is located. Placements will be documented by the Coordinator of Public School Partnerships, as well as the physical education department, to insure that all candidates develop and practice their knowledge, skills, and professional dispositions for working with all male and female students, especially those from African American and Hispanic populations.

All physical education teacher candidates will complete PE 403, Adapted Physical Education. In this course, the teacher candidate will analyze how an *Individual Education Plan (IEP)* is developed and evaluate its impact on physical education learners with special needs. Physical education teacher candidates will also complete a 10-hour field lab in a public school setting with learners who have various disabilities, including autism, Asperger's Syndrome, ADD, ADHD, and Down syndrome. Accordingly, teacher candidates will work with learners displaying disabilities ranging from mild autism to hearing impairments to physical disabilities who have been included in general physical education classes. Physical education teacher candidates will also work with learners who have more severe impairments, such as hearing and visual disorders, autistic spectrum disorder, cognitive disabilities, and physical disabilities, who participate in self-contained physical education classes or adapted physical education classes. These experiences are designed to provide the physical education teacher candidate the means by which to become adroit in working with diverse learners. The experience will also provide hands-on experiences at making modifications to tasks and equipment so that all learners can be active and successful.

Experiences Working with Diverse Candidates

The good-faith efforts of the institution, as well as the physical education program, to increase its pool of male and female candidates from diverse ethnic groups is revealed in three strategies employed by the institution:

- The university employs a multicultural recruiter who is part of the workforce of the Office of Admissions. Few schools the size of Anderson University have a recruiter designated specifically for multicultural recruitment.
- Anderson University maintains a Multicultural/Diversity Scholarship program. The “Diversity Education Scholarship” is available to any multicultural/minority student interested in majoring in Education who has a cumulative high school grade point average of 3.0 and a SAT score of 950 or an ACT score of 19. The scholarship amount is \$1,000.00 per year.
- The College of Education has a licensing arrangement with Clemson University for the *Call Me Mister®* program. This program assists in the recruitment of minority males who wish to teach in an early childhood or elementary setting.
- The College of Education has articulation agreements with 15 area high schools to offer Teacher Cadet course credit. Currently, there are 250 students including diverse minority populations represented in this group.

Physical education teacher candidates will engage in peer teaching during pedagogy courses that will afford them opportunities to experience varying levels of physical activity and skill development. Through peer teaching and skill development activities, candidates will recognize that learners differ in levels of skill proficiency, time needed for skill acquisition, and learning modalities. In this context, candidates will be expected to care for peers with the same respect they would offer learners in a public school setting, recognizing that all learners are different. Accordingly, candidates will be expected to make appropriate modifications to accommodate all learners, regardless of ability.

The physical education program will accept all qualified applicants without regard to race, religious creed, national origin, sex, age, disability, or ethnic group.

The following objectives are addressed in the *Anderson University Diversity Plan*

- Objective 1: Continue to refine the infusion of multicultural components in the teacher education program that prepare teacher candidates to become builders of knowledge, values and community*
- Objective 2: Accelerate efforts to attract and retain minorities into teaching as a career*
- Objective 3: Continue to foster relationships with partner schools where teacher candidates can be mentored by experienced teachers demonstrating success with diverse student populations.*
- Objective 4: Continue efforts to attract minorities into faculty vacancies and other instructional positions in the Teacher Education Program.*

D. Education Economic Development Act (EEDA)

The College of Education has adopted a procedure by which the seven Performance Standards of the *South Carolina Education and Economic Development Act (EEDA)* are addressed in the physical education curriculum. Accordingly, Performance Standards 1 and 2 are addressed in EDU 111, Foundations of Education, an initial education course required of all teacher candidates. The physical education teacher candidate’s knowledge of Performance Standard 1 is evaluated by means of an objective test, while the application of Performance Standard 2 is assessed by having the candidate develop a chart that indicates the relevance of the career clusters to the Individual Graduation Plan.

Performance Standards 3, 5, and 6 are addressed in PE 333, "Best Practices for Elementary Physical Education/Field Experience II" and PE 383, "Best Practice for Secondary Physical Education/Field Experience II." As such, the physical education teacher candidate must develop an age appropriate lesson in which the use of the career guidance standards/competencies cited in the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model* are addressed (Performance Standard 3). Specifically, the candidates must design a lesson that provides an awareness of job opportunities and responsibilities for a physical education teacher. In another lesson plan, the physical education teacher candidate must include the integration of hands-on instruction with an emphasis on real-world application and problem solving (Performance Standard 5). Candidates will design an age appropriate lesson that focuses on a real life problem such as cardiovascular disease and how this can be prevented. Cooperative learning is the focus of an additional lesson as the basis for addressing Performance Standard 6. Cooperative learning is a common instructional strategy used in physical education. Candidates will be asked to plan a lesson that stresses cooperative learning and emphasizes standard five of the NASPE standards.

Performance Standard 4 is addressed in EDU 2XX, Best Practices for the Secondary School/Field Experience I, a new course that will be initiated in the fall, 2010 semester, which all physical education teacher candidates will complete. To show understanding of this standard, the teacher candidate must cite a minimum of two strategies that can be used to address the core values of character education. In addition, candidates must plan a lesson that emphasizes the two strategies selected. Finally, Performance Standard 7 is addressed in PE 403, "Adapted Physical Education," in which teacher candidates teach a physical education lesson that demonstrates their ability to accommodate diverse learners. This is based on the philosophical tenet that all learners can be physically active, regardless of ability, gender, ethnicity, or age. All full-time and adjunct physical education instructors who teach these courses are trained in the EEDA and are knowledgeable regarding how the Performance Standards are to be integrated in the courses they instruct.

E. Field and Clinical Experiences, Including Number of Hours and Integration of ADEPT and/or PDEPP

The following table (E.1) indicates the field labs that accompany specific courses, as well as the three field experiences that are completed by all physical education teacher candidates prior to the Clinical Experience. This information clearly demonstrates that physical education teacher candidates' experiences in elementary and secondary public school classrooms exceed the Department of Education's mandate of 100 hours prior to the Clinical Experience. Appropriate ADEPT Performance Standard(s)/Key Element(s) that are germane to the placement are addressed during these public school experiences so that the teacher candidate is prepared for evaluation using a modified ADEPT instrument during the Clinical Experience.

Table E.1 Hours of Lab/Field Experiences Showing ADEPT Integration

Course	Lab/Field Experience Hours	ADEPT Integration	ADEPT Performance Standard(s)/Key Element(s)
EDU 2xx Best Practices for the Elementary Classroom/Field Experience I* or EDU 2xx Best Practices for the Secondary Classroom/Field Experience I*	25	<ul style="list-style-type: none"> • Lesson planning using NASPE/SC Academic Standards; • Implementation of the lesson in the cooperating public school with evaluation by the public school partner using a modified ADEPT instrument; • Identification and implementation of classroom management procedures; • Maximal use of instructional time. 	1.A, 2.B, 4-8, 9.A, 9.B
PE 220 Teaching Sport and Physical Activity	10	<ul style="list-style-type: none"> • Observation and identification of instructional strategies and classroom management procedures. 	5, 8, 9, 10D
PE 231 Teaching Games for Understanding I	10	<ul style="list-style-type: none"> • Establishes and communicates appropriate expectations for participation; • Identifies and implements appropriate content based on SC Academic Standards and NASPE principles/elements; • Identification and implementation of classroom management procedures; • Identification of appropriate instructional strategies for use in the classroom and gym; • Awareness of student performance; • Exhibits professional behavior. 	4- 9, 10D
PE 232 Teaching Games for Understanding II	10	<ul style="list-style-type: none"> • Establishes and communicates appropriate expectations for participation; • Identifies and implements appropriate content based on SC Academic Standards and NASPE principles/elements; • Identification and implementation of classroom management procedures; • Identification of appropriate instructional strategies for use in the classroom and gym; • Awareness of student performance; • Exhibits professional behavior. 	4- 9, 10D
PE 263 Teaching Children How to Move	10	<ul style="list-style-type: none"> • Identification and implementation of instructional strategies for dance and gymnastics programs; • Identification and implementation of appropriate classroom management procedures that address safety measures for dance and gymnastics; 	4-8, 9.A, 9.B, 10D

Course	Lab/Field Experience Hours	ADEPT Integration	ADEPT Performance Standard(s)/Key Element(s)
PE 323 Teaching Health Related Physical Education	10	<ul style="list-style-type: none"> Implementation of a variety of teaching strategies when teaching health in a setting of K-12; Assessment of candidates' fitness level by utilizing the <i>Fitness Gram</i> as prescribed by the South Carolina State Assessment for PE programs. 	1.A, 3-8, 10D
PE 324 Assessing Student Learning in Physical Education	10	<ul style="list-style-type: none"> Assessment of candidates' fitness level by utilizing the <i>Fitness Gram</i> as prescribed by the South Carolina State Assessment for PE programs; Evaluation and validation of authentic teacher made assessments. 	3, 7, 10D
PE 333 Best Practices in Elementary Physical Education/Field Experience II	20	<ul style="list-style-type: none"> Assessment of daily lesson plans for planning strategies stated in the ADEPT model; Assessment of the candidate utilizing the modified ADEPT instrument. 	1-9, 10D
PE 383 Best Practices in Secondary Physical Education/Field Experience II	20	<ul style="list-style-type: none"> Assessment of daily lesson plans for planning strategies stated in the ADEPT model; Assessment of the candidate utilizing the modified ADEPT instrument. 	1-9, 10D
PE 403 Adapted Physical Education	15	<ul style="list-style-type: none"> Establishes and communicates appropriate expectations for participation; Plans and implements appropriate assessments based on diverse needs of learners; Planning and instruction of students with special needs; Application of a variety of teaching strategies and accommodations for students with special needs; Planning and implementation of a psychologically safe and supportive environment; Exhibits professional behavior. 	3-9, 10D
PE 443 Pre-Clinical Experience	50	<ul style="list-style-type: none"> Establishes and communicates appropriate expectations for participation; Assessment of daily lesson plans for planning strategies stated in the ADEPT model; Planning a psychologically safe and supportive environment; Application of various content development; Application of classroom management skills; Exhibits professional behavior. 	4-9, 10D

Course	Lab/Field Experience Hours	ADEPT Integration	ADEPT Performance Standard(s)/Key Element(s)
190 Hours of Field/Lab Experiences prior to the Clinical Experience			
PE 490 Clinical Experience I (Elementary) PE 491 Clinical Experience II (Secondary)	65 Days	<ul style="list-style-type: none"> • Preparation of the Long Range Plan following the SDOE ADEPT requirements with evaluation using the College of Education scoring rubric; • Preparation of daily lesson plans using College of Education Lesson Plan Template; • Observation and evaluation by the cooperating teacher at least three times using a modified ADEPT instrument and NASPE-based instrument; • Observation and evaluation by the unit supervisor at least four times using a modified ADEPT instrument; • Observation and evaluation by the unit SPA supervisor using a NASPE-based instrument. 	1-10

*new course Fall, 2010

F. PADEPP

Not Applicable

G. PreK-12 Academic Standards

All physical education standards/indicators are addressed in major courses included in the physical education teacher candidate's program. Each of the six standards is divided by grade level (e.g., K) or grade level groupings (e.g., 1-2, 6-8) and includes indicators that help identify whether the learner has met the standard. Each standard and its associated indicator(s) will be taught in various courses throughout the candidates' course sequence. For example, in EDU 2XX, Best Practices for the Secondary School Classroom/Field Experience I, candidates will be familiarized with the standards for the first time. In PE 231, Teaching Games for Understanding I, and PE 232, Teaching Games for Understanding II, candidates will focus on each of the six standards for grades 4-12. Prior to the Clinical Experience, candidates will be well-versed in each of the six standards/indicators associated with every grade level. The Academic Standards of the State of South Carolina will be the basis for each lesson plan that is written by the candidate. Every lesson that is prepared and/or implemented will address the standard/indicator by number and will be written in full. Candidates will also be required, when applicable, to cite the NASPE Standard to which the state standard/indicator is aligned.

H. Program Admission Requirements

In addition to meeting the requirements for admission to Anderson University, each teacher candidate, regardless of content area major, must successfully complete the criteria for Benchmark I to enter the Teacher Education Program. Additional criteria based on major content area are not required for admission.

Benchmark I

Entrance into the Teacher Education Program

Application to Benchmark I is made as part of the requirements of the respective Best Practices* course. The following criteria must be met to successfully complete this Benchmark:

- complete the application for admission to Benchmark I as part of the requirements for the respective "Best Practices"* course;
- be within 83 hours of the completion of the education curriculum;
- completion of a curriculum sequence proposal indicating that all course work will be completed prior to the semester the teacher candidate is enrolled in the Clinical Experience;
- achieve minimum passing scores as mandated by the South Carolina State Board of Education for Praxis I in reading, mathematics, and writing or a minimum score of 1650 on the math, critical reading, and writing sections of the SAT or an ACT score of 24;
- achieve a minimum cumulative grade point average (GPA) of 2.5.
- sign a statement indicating adherence to a Code of Professional Ethics;
- submit a recommendation form from an education faculty member that supports entrance into the Teacher Education Program;
- achieve a passing score on the e-Portfolio as determined by a College of Education reviewer;
- achieve passing scores on specified ADEPT Performance Standards/INTASC Principles from public school teaching as a part of "Best Practices" course; and
- achieve passing scores on specified ADEPT Performance Standards/INTASC Principles based on the teaching audition adjudicated by a panel of professional educators.

*course offered in fall, 2010

I. South Carolina Safe School Climate Act

The physical education program at Anderson University will address the *South Carolina Safe School Climate Act* relating to harassment, intimidation, and bullying through a number of venues. Physical education candidates will be introduced to the *South Carolina Safe School Climate Act* during EDU 111, Foundations of Education. In this part of the course, the physical education teacher candidate will be required to understand the purpose of the act, the components of the act, and the procedures for adhering to it. Guest speakers from neighboring schools and law enforcement, as well as other qualified individuals, will be invited to speak to classes so that candidates about the practical application of the law in the public school classroom.

Physical Education majors will further probe the application of the law to public school physical education classes in PE 333, Best Practices for Elementary Physical Education/Field Experience II and PE 383, Best Practices for Secondary Physical Education/Field Experience II. The teacher candidate must be aware of bullying, harassment, intimidation, and any other behavior that is considered inordinate in the context of the physical education classroom so that proper, proactive measures may be employed. Candidates will engage in a variety of role playing scenarios in which they will have to appropriately moderate a specific situation, and each methods course will focus on situations that have occurred in both the elementary and secondary schools and the methods that were used to address the situation. Candidates will also interview physical education teachers about situations they have encountered and the means by which they handled these situations. Finally, candidates will complete an assignment in which they specifically outline a plan for handling situations involving bullying, harassment, and intimidation.

J. Standards of Conduct

The *Standards of Conduct for South Carolina Educators* are presented to all freshman teacher candidates, including those intending to major in physical education, during EDU 111, Foundations of Education. During the unit on “Professionalism,” teacher candidates are familiarized with the expectations of professional educators as contained in the *Standards of Conduct for South Carolina Educators*. Discussions are held that address the importance of adhering to the *Standards of Conduct for South Carolina Educators* in the context of presenting oneself as a professional educator, role model, caring individual, and Christian.

Physical Education candidates will be expected to exhibit professional behaviors while they are involved in academic and non-academic activities both on and off campus. These behaviors will be assessed as candidates are evaluated on their adherence to the College of Education dispositional theme that addresses “values.” While enrolled in PE 220, Teaching Sport and Physical Activity, candidates will be required to obtain membership in the state and national *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)*. Physical Education candidates will be encouraged to become actively engaged in the state and national Alliances by attending state, district, or national conventions. Candidates will be encouraged to maintain membership in the state and national alliance beyond the sophomore year requirement.

Further, physical education candidates will be expected to exhibit professional behaviors during their participation in courses. For example, candidates will be teaching peers with differing levels of skill and will be expected to demonstrate professional behaviors that are indicative of those that are appropriate when working with public school learners. Physical education teacher candidates will have a formal assessment of their professionalism during their Clinical Experience. Candidates will submit the “Professional Behaviors Log” that identifies their participation in various professional events. In addition, candidates’ professionalism will be formally assessed during the Clinical Experience by the cooperating teacher and unit supervisors who will evaluate elements related to professionalism as cited in ADEPT performance standard 10, INTASC principles 9 and 10, and NASPE standard 6.

All physical education teacher candidates will have access to the *Standards of Conduct for South Carolina Educators*, which are included in the *College of Education Teacher Candidate Handbook*. Further, all physical education teacher candidates will sign an affirmation of their adherence to the “Code of Ethics” at each of the three Benchmark levels in the unit’s assessment system.

Finally, the *Standards of Conduct for South Carolina Educators* are printed in the *College of Education Clinical Experience Handbook*, a copy of which will be distributed to all physical education teacher candidates at the orientation prior to the Clinical Experience.

IV. NCATE AND SPA OR OTHER NATIONAL SPECIALIZED AND/OR PROFESSIONAL ASSOCIATIONS STANDARDS

A. Section I Context

1. There are no policies at the state or institutional levels that will influence the application of the NASPE standards in the Physical Education curriculum. The College of Education has previously offered this program and has the appropriate resources available to offer this program in an exemplary manner. These resources include equipment that will facilitate the acquisition of skills and concepts by teacher candidates; field space; a gymnasium; matted floor space; classroom technology; and cooperating public schools that represent a diverse population of learners as reflected by the demographics of the community in which the school is located.
2. Three field-related courses are part of a continuous and hierarchical model that prepares the teacher candidate for the Clinical Experience. These courses are designed to give the teacher candidate ever-increasing time, observation, and experience in the classroom. The College of Education has cooperating agreements with the school districts in the counties of Anderson, Greenville, Oconee, and Pickens that facilitate the completion of these course requirements. Placements in cooperating schools are based on various factors, such as the quality of the school's education program; the proximity of the school to the University; the disposition of the school administration regarding the accommodation of field experience students; and the diversity of the student population.

The College of Education distinguishes between "field experiences," including the "clinical experience," and "field labs." "Field experiences" are those assignments in cooperating public school classrooms which all teacher candidates, regardless of their major program, must satisfy for the unit. "Field labs" are assignments in public school cooperating classrooms which teacher candidates must complete with regard to a specific major program.

The field experiences and clinical experience are designed to exceed the minimum "hours" requirements established by the South Carolina State Department of Education for teacher candidates prior to the Clinical Experience. The total number of hours required for these field experiences, excluding the Clinical Experience is 115 hours. The courses with field experience components that physical education teacher candidates must complete are the following:

- EDU 216 Best Practices for the Elementary Classroom/Field Experience I (25 hours)*
or
- EDU 217 Best Practices for the Secondary Classroom/Field Experience I (25 hours)*;
- PE 333 Best Practices for Elementary Physical Education /Field Experience II (20 hours)
- PE 383 Best Practices for Secondary Physical Education/Field Experience II (20 hours);
- PE 443 Pre-Clinical Experience (50 hours); and
- PE 490/491 Clinical Experience (65 days or 13 weeks or 520 hours).

*Candidates choose EDU 216 or EDU 217 according to the grade level he/she plans to teach. All other courses are mandated.

In addition, physical education teacher candidates complete field lab assignments in cooperating public schools that are specific to required courses in the physical education program. These additional hours are assigned in relation to the following required courses:

- PE 220 Teaching Sport and Physical Activity (10 hours);
- PE 231 Teaching Games for Understanding I (10 hours);
- PE 232 Teaching Games for Understanding II (10 hours);
- PE 263 Teaching Children How to Move (10 hours);
- PE 323 Teaching Health Related Physical Fitness (10 hours); and
- PE 403 Adapted Physical Education (15 hours).

Therefore, the total number of field lab hours required of the physical education teacher candidate is 115 hours. Combined with the unit field experiences and the Clinical Experience, the physical education teacher candidate completes 730 hours in cooperating public school classrooms.

3. In order to ensure the quality of the teacher education program at Anderson University, a system has been established to monitor the progress of each teacher candidate. Each of the three levels of assessment is referred to as a "Benchmark."

Benchmark I

Entrance into the Teacher Education Program

Application to Benchmark I is made as part of the requirements of the respective Best Practices course scheduled during the teacher candidate's first semester of the sophomore year. The following criteria must be met:

- complete a curriculum sequence proposal indicating that all course work will be completed prior to the semester the teacher candidate is enrolled in the Clinical Experience;
- achieve minimum passing scores as mandated by the South Carolina State Board of Education for Praxis I in reading, mathematics, and writing, or qualifying scores on the SAT or ACT;
- achieve a minimum cumulative grade point average of 2.5.
- sign a statement indicating adherence to a Code of Professional Ethics;
- submit a recommendation form from an education faculty member that supports entrance into the Teacher Education Program;
- achieve a passing score on the e-Portfolio as determined by a College of Education reviewer;
- achieve passing scores on specified ADEPT Performance Standards/INTASC Principles from public school teaching as a part of "Best Practices" course; and
- achieve passing scores on specified ADEPT Performance Standards/INTASC Principles based on the teaching audition adjudicated by a panel of professional educators.

Benchmark II

Entrance into the Clinical Experience

Application to Benchmark II is made by the teacher candidate at the beginning of the Pre-Clinical Experience. The following criteria must be met:

- achieve a minimum cumulative grade point average of 2.5;
- achieve a minimum final overall rating of "Proficient" on nine of the ADEPT Performance Standards/INTASC Principles by the unit supervisors and the cooperating teacher upon the completion of the Pre-Clinical Experience;
- achieve passing scores on the "Candidate Performance Final Evaluation" as rated by the public school partner;
- sign a statement indicating adherence to a Code of Professional Ethics;

- pass a disciplinary record check as conducted by the Anderson University Office of Student Development;
- submit a transcript that indicates that all course work will be completed prior to enrollment in the Clinical Experience. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Benchmark I; and
- complete the materials necessary to facilitate an application for teacher certification prior to application for admission to Benchmark II. This packet of information and materials may be obtained from the Director of Teacher Education. Among the requirements for application is the inclusion of:
 - the South Carolina Department of Education *Application for Educator Certificate* form;
 - a copy of the student's social security card;
 - a fingerprint review as mandated by South Carolina state law. An applicant must have a full set of legible fingerprints taken by Integrated Biometric Technology (IBT) on campus or at a Greenville location. The fingerprint review is conducted by the State Law Enforcement Division (SLED) to determine any state criminal history and the Federal Bureau of Investigation to determine any other criminal history. The fee for this service is \$54.25; and
 - completion of on-line initial licensure application with \$95.00 fee.

Benchmark III

Exit from the Clinical Experience

Application to Benchmark III is made by the teacher candidate at the beginning of the Clinical Experience. The following criteria must be met:

sign a statement indicating adherence to a Code of Professional Ethics.

- achieve a minimum cumulative grade point average of 2.5.
- achieve a minimum final overall rating of "Proficient" on all of the ADEPT Performance Standards/ INTASC Principles by the unit supervisors and the cooperating teacher upon the completion of the Clinical Experience;
- achieve passing scores on the "Candidate Performance Final Evaluation" as determined by the unit supervisors and the cooperating teacher;
- achieve minimum scores as established by the South Carolina State Board of Education on the appropriate Praxis II: Subject Assessment Test and the Praxis II: Principles of Learning and Teaching (PLT) Test;
- achieve a passing score for the ADEPT/INTASC Artifacts E-Portfolio; and
- acquire a recommendation from the Director of Teacher Education for teacher certification by the South Carolina State Department of Education.

4. **Description of the relationship of the program to the unit's conceptual framework.**
The College of Education has a simple, yet extremely important mission statement.

The mission of the College of Education is to prepare men and women to become Christ-centered "educators who are builders of knowledge, values, and community" by nurturing the development of character, servant leadership, and cultural engagement.

The Physical Education program aligns with the College of Education mission statement, which places great value on Vygotsky's theory of social constructivism. Constructivist theory is the idea that learners must individually discover and transform complex information if they are to make it their own. Four key principles derived from Vygotsky are critical to the teacher as builder: the social nature of learning, the zone of proximal development, cognitive apprenticeship, and mediated learning.

To be a **builder of knowledge**, physical education teacher candidates must demonstrate the acquisition of the subject matter and pedagogical skills that are necessary for the

effective teaching of learners in a public school setting. Candidates must demonstrate motor competence in order to model the desired learning outcome(s) for students. As a part of one's expertise as a physical education instructor, there must be consistent demonstration of the ability to analyze concepts into progressive, sequential tasks for K-12 learners. Accordingly, the teacher candidate is provided ample opportunities in a variety of diverse public school settings during the preparatory period to demonstrate the analytical skills that are essential to the teaching of physical education.

A key component of Piaget's and Vygotsky's conception of cognitive change is the emphasis on the social nature of learning in which groups of peers model appropriate ways of thinking that expose and challenge misconceptions. Vygotsky applied his principle of learning as a social construct to his concept of zone of proximal development which is the difference between what a learner can do without help and what he or she can do with help. A constructivist approach makes extensive use of cooperative learning because students discover and comprehend difficult concepts if they can see them modeled and as they engage in collaborative activities. Thus, the teacher must be a **builder of community**.

Physical Education candidates are asked to demonstrate ways in which they can be builders of community. This occurs within the classroom and outside of the school. Opportunities for participation include a variety of service-oriented events, such as Special Olympics and collaboration with peers and professionals at professional meetings. Additionally, physical education teacher candidates are taught a variety of teaching strategies in which they model proper techniques. Such pedagogical strategies are based on the hierarchical structure of the psychomotor domain as candidates guide learners from the basic level of imitation to the highest level of proficiency as exemplified in naturalization. Teacher candidates learn these strategies as they are modeled by faculty members who instruct pedagogy courses and engage in field experience activities that facilitate the rehearsal of these strategies throughout the preparation period.

Based on philosophical tenets espoused by Piaget and Kohlberg, effective teachers promote the development of teachers with critical thinking and problem solving skills. They encourage the inclusion of opportunities for social interactions and incorporation of values education at the global, local, and individual levels. Therefore, teachers must become educators who are **builders of values**. Teachers must be capable of self-examination and reflections related to their own performance and translate these evaluations into improvement within their teaching. They are independent learners who facilitate students to learn independently and assist students in goal-setting for fitness or motor skill acquisition.

Physical education candidates are expected to demonstrate behaviors that indicate all children can become physically educated individuals. This disposition should be demonstrated through verbal interactions with learners before, during and after instruction, as well as in assessment settings. Teacher candidates should modify assigned tasks to accommodate those who are special learners with the emphasis that all children

learn. Candidates are expected not only to value, achieve, and maintain a physically active lifestyle, but also encourage their students to find enjoyment in physical activity.

5. The physical education major has two “sets” of assessments that are unique to its program. The first unique “bundled” set of assessments relates to NASPE Standard 2.

Assessment Set I

Part I: To measure the physical education candidate’s personal competence in motor skill performance (2.1), candidates participate in a variety of physical assessments developed by the *South Carolina Physical Education Assessment Program (SCPEAP)*, which have been modified for the purposes of this program. The candidate’s motor skill performance and movement patterns are assessed in invasion games, net/target games, dance, and gymnastics. The specific courses in which these movement skills and patterns are assessed are PE 231, Teaching Games for Understanding I; PE 232, Teaching Games for Understanding II; and PE 263, Teaching Children How to Move.

Part II: To measure Element 2.2, the physical education candidate will have fitness levels measured using the *Fitnessgram* test. Specifically, the candidate will be assessed on four of the five health-related physical fitness components, including flexibility, muscular strength, muscular endurance, and aerobic capacity. Candidates will be initially assessed during EDU 110, Essentials of Teacher Candidacy. The candidate who does not meet the “healthy fitness zone” for a specific test will be sent to the academic advisor with a referral sheet to develop an action plan to improve the area(s) of deficiency. This course of action will be followed when the candidate is tested and fails to meet the “healthy fitness zone” for a specified test. A second assessment session will be given during the candidate’s sophomore year while enrolled in PE 220, Introduction to Physical Education and Sport. The third administration will be given during the candidate’s junior year in PE 323, Teaching Health Related Fitness. A fourth administration of the *Fitnessgram* will be given during PE 383, Best Practices for Secondary Physical Education Classroom/Field Experience II, to insure that the candidate has achieved a rating of “Proficient” (“Acceptable”) for each measured component. A final administration of the *Fitnessgram*, will be given during PE 333, Best Practices for Elementary Physical Education Classroom/Field Experience II, to insure that the candidate has maintained a health enhancing or “Proficient” (“Acceptable”) level of fitness. Teacher candidates who fail to score in the “Healthy Fitness Zone” for each measured component (muscular endurance and strength, flexibility, aerobic capacity, and upper body strength and endurance) must take additional activity classes or seek assistance outside of the class for the deficient area(s), as well as complete a re-evaluation within one semester of the original evaluation. Candidates may continue to take the *Fitnessgram* at specified times, if necessary, until it is successfully completed as a prerequisite for enrollment in PE 443, Pre-Clinical Experience.

Part III: The physical education program uses grades in three physical education courses to measure Element 2.3. The specific courses are PE 231, Teaching Games for Understanding I; PE 232, Teaching Games for Understanding II; and PE 263,

Teaching Children How to Move. The candidate will complete a variety of performance concepts related to skillful movement through the administration of the *South Carolina Physical Education Assessment Program (SCPEAP)*. In PE 231, Teaching Games for Understanding I and PE 232 Teaching Games for Understanding II, the candidate will be administered two assessments each weighing 20%, or 40% of the final grade. In PE 263, Teaching Children How to Move, the candidate will be administered two assessments, one in dance and one in gymnastics for a total of 40% of the final grade. The teacher candidate who does not successfully complete the *SCPEAP* will be given a grade of "Incomplete" for the course and will have six weeks to complete the program of development as outlined in a "Plan of Action."

Assessment Set II

The second set of bundled assessments is related to the teacher candidate's competency in NASPE Standard 6.

Part I: Element 6.2 indicates that candidates must participate in activities that enhance collaboration and lead to professional growth and development. Physical education candidates will be required to become a member of the *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)* and its affiliated association, *South Carolina Alliance for Health, Physical Education, Recreation, and Dance (SCAHPERD)* while enrolled in PE 220, Introduction to Physical Education and Sport. The professional journals that accompany the membership will be a source throughout the semester for the completion of assignments, such as the review of articles published in the professional journal.

Part II: Element 6.2. The physical education candidate will complete a "Professional Activity Log" during the Clinical Experience, which will include an account of the teacher candidate's attendance at professional development meetings. The candidate will submit a minimum of five summaries of meetings that have been attended and complete each section of the "Meeting Report Form" related to each meeting.

6. No response required for this report prompt.
7. The description of the program of study that outlines the courses and experiences required for candidates to complete the proposed physical education program is included in Appendix 1. This information is provided in the form of all program requirements as indicated on the university's "Individual Program Worksheet" (IPW), which is used as a student advisement sheet.
8. Candidate data is not available due to the fact that this is a new program. The "Candidate Information" chart is included in Appendix 4.
9. The information for each faculty member responsible for professional coursework, clinical supervision or administration of the physical education program is included on the chart in Appendix 5.

B. List of Assessments as prescribed by the NASPE SPA:

Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³	Assessment Attachment	Scoring Guide Attachment	Data Table Attachment
Praxis II	State Licensure Test	During Benchmark III of the unit assessment system	NA	NA	Yes
Skill and fitness based competency	<i>Fitnessgram</i>	<i>Fitnessgram</i> administered in: <ul style="list-style-type: none"> • PE 220, Teaching Sport and Physical Activity and • PE 333 Best Practices for Elementary Physical Education/Field Experience II 			
	SCPEAP	Movement skills and patterns assessed in <ul style="list-style-type: none"> • PE 231, Teaching Games for Understanding I; • PE 232, Teaching Games for Understanding II; • PE 263, Teaching Children How to Move 	Yes	Yes	NA
	Course grades	Course grades from: <ul style="list-style-type: none"> • PE 231, Teaching Games for Understanding I; • PE 232, Teaching Games for Understanding II; • PE 263, Teaching Children How to Move; 			
Planning and Implantation		<ul style="list-style-type: none"> • EDU 216 Best Practices for the Elementary Classroom/Field Experience I or EDU 217 Best Practices for the Secondary Classroom/Field Experience I 			
		<ul style="list-style-type: none"> • PE 333 Best Practices for the Elementary Physical Education Classroom/Field Experience II 			
	Lesson Plans	<ul style="list-style-type: none"> • PE 383 Best Practices for the Secondary Physical Education Classroom/Field Experience II • PE 403 Adapted Physical Education • PE 443 Pre-Clinical Experience 	Yes	Yes	NA
Instruction delivery and Management	Clinical Experience Evaluation	<ul style="list-style-type: none"> PE 490 Clinical Experience I PE 491 Clinical Experience II 	Yes	Yes	NA

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³	Assessment Attachment	Scoring Guide Attachment	Data Table Attachment
Impact on Student Learning	Unit Work Sample	PE 443 Pre-Clinical Experience	Yes	Yes	NA
Professional	AAHPERD/SCAHPERD membership/Journal article reviews	PE 220 Teaching Sport and Physical Activity	Yes	Yes	NA
	Professional activity log	PE 490 Clinical Experience I			
		PE 491 Clinical Experience II			

C. Relationship of Assessments to Standards

AAHPERD/NASPE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>Standard 1: Scientific and Theoretical Knowledge <i>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</i></p> <p>Elements – Teacher candidates will:</p> <p>Element 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</p> <p>Element 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</p> <p>Element 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</p> <p>Element 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.</p> <p>Element 1.5 Analyze and correct critical elements of motor skills and performance concepts.</p>	<p><input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>Standard 2: Skill and Fitness Based Competence*<i>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.</i></p>	
<p>*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).</p> <p>Elements – Teacher candidates will:</p> <p>Element 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</p> <p>Element 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.</p> <p>Element 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.</p>	<p><input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>

AAHPERD/NASPE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>Standard 3: Planning and Implementation <i>Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.</i></p> <p>Elements – Teacher candidates will:</p> <p>Element 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.</p> <p>Element 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.</p> <p>Element 3.3 Design and implement content that is aligned with lesson objectives.</p> <p>Element 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.</p> <p>Element 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.</p> <p>Element 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.</p> <p>Element 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>Standard 4: Instructional Delivery and Management <i>Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.</i></p> <p>Elements – Teacher candidates will:</p> <p>Element 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.</p> <p>Element 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</p> <p>Element 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.</p> <p>Element 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</p> <p>Element 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.</p> <p>Element 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>

AAHPERD/NASPE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>Standard 5: Impact on Student Learning <i>Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.</i></p> <p>Elements – Teacher candidates will: Element 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives. Element 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction. Element 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>Standard 6: Professionalism <i>Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.</i></p> <p>Elements – Teacher candidates will: Element 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. Element 6.2 Participate in activities that enhance collaboration and lead to professional growth and development. Element 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. Element 6.4 Communicate in ways that convey respect and sensitivity</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>

D. Planned evidence for meeting standards

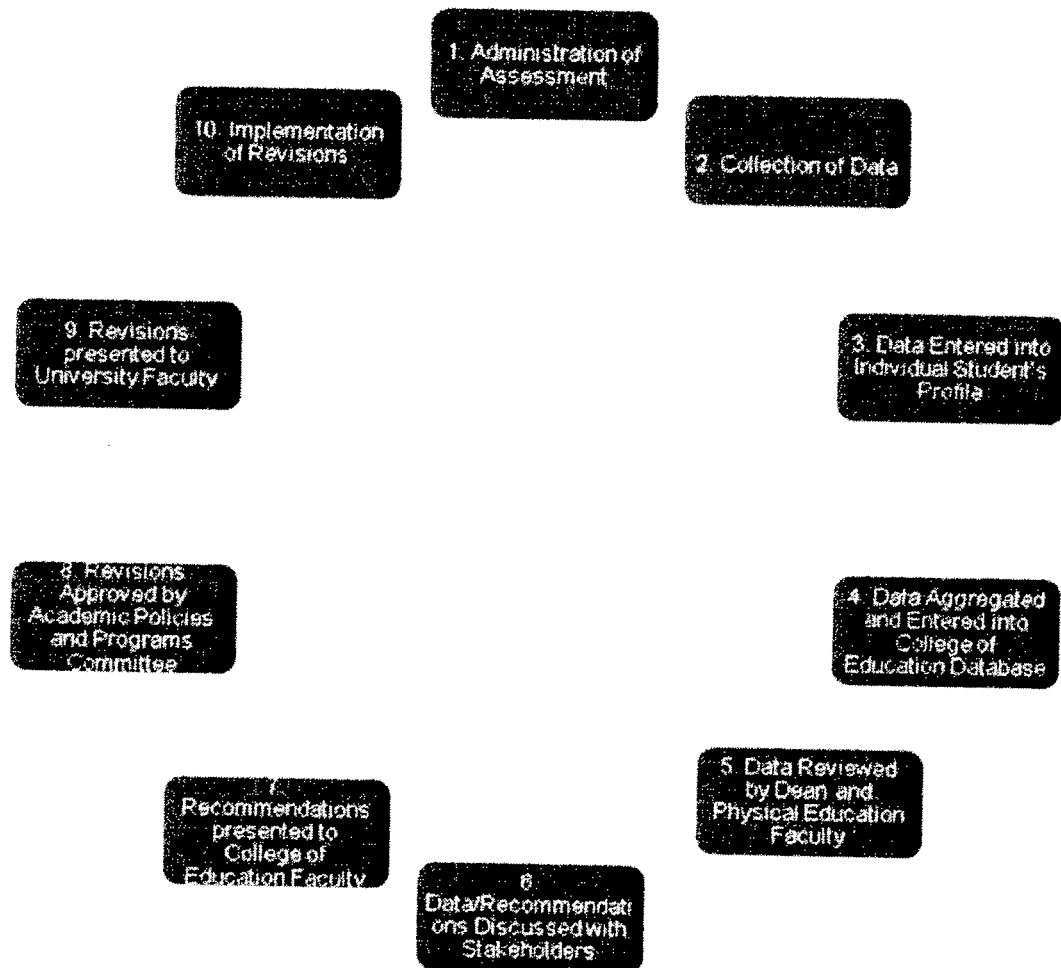
The planned evidence for meeting the NASPE standards is included in Appendix 6.

E. Planned use of assessment results to improve candidate and program performance

The Anderson University College of Education Physical Education Department will be consistently monitored by the Dean of the College of Education, the Physical Education Department Chair, the Teacher Education Committee, and the Associate Provost to determine both the strengths and weaknesses of the program and the candidates.

Program components and course offerings will be reviewed and enhanced as needed to ensure that all standards are met. Course offerings and syllabi will be reviewed by the Dean of the College of Education to make sure that content relating to standards is included. Each course will be evaluated each time it is taught. The Dean of the College of Education will also visit classes and evaluate instructors on a routine basis. All major assessments will be evaluated at the time they are completed (formative) in courses and the data will be analyzed for program effectiveness.

Data are summarized and reported on a semester-by-semester basis to the physical education faculty, College of Education faculty, teacher candidates, and stakeholders. Once data related to each of the assessments have been generated, it will be reviewed and analyzed in order to reflect on program effectiveness. Initially, the physical education faculty will consider ideas related to appropriate changes where the data show such changes are warranted. Once all interested parties have input, proposed changes will be implemented pending consensus among the College of Education faculty. All changes will then move through the university's system related to academic changes, when necessary. The Figure below provides an overview of the flow of information generated from data related to the various assessments. Steps 8-10 would be followed for any major program changes, such as the inclusion of a new course in the program.



F. For Program Modification Only: changes that have been made in program
N/A